



**St Stephen Churchtown Academy**



**Medium Term Overview**

**Term: Autumn 1**

**Class: Carlyon Bay & Lansallos**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Reading</b>	The Romans: Food and Drink (NF)	The Romans: Gladiators (NF)	Animal Food Chains: There was an old lady (F)	Animal Food Chains: Strange Predators (NF)	The Legend of Robin Hood: Meeting Little John (F)	The Legend of Robin Hood: Ambush (F)
<b>Writing</b>	Fictional Narrative Leon and the Place Between (see short term planning for LOs)			Poetry (see short term planning for LOs)	Non-Fiction (see short term planning for LOs)	
<b>Maths</b>	Place Value (see short term planning for LOs)				Addition and Subtraction (see short term planning for LOs)	
<b>Science</b>	Animals Including Humans: Tooth Decay	Animals Including Humans: Types of Teeth	Animals Including Humans: Parts of the Digestive System	Animals Including Humans: The Digestion Process	Animals Including Humans: Food Chains	Animals Including Humans: Animal Teeth
<b>Computing Year 3</b>	Branching data bases Yes no questions	Branching data bases Making groups	Branching data bases Creating a branching data base	Branching data bases Structuring a branching data base	Branching data bases Planning a branching data base	Branching data bases Making a dinosaur identifier
<b>Computing Year 4</b>	Photo Editing Changing digital images	Photo Editing Recolouring digital images	Photo Editing How do you clone a digital image?	Photo Editing Combining images – copy and paste	Photo Editing Creating my own digital image	Photo Editing Evaluating and editing my own digital image
<b>History</b>	Bridging activity Yr3 – What was it like in Iron Age Britain Y3& Yr4 – Where did the Romans come from? Romulus and Remus or Latina tribes?	How did the Roman Army help expand the Empire?	How did Britain become part of the Roman Empire?	Who was Boudicca?	What can archaeological sites tell us about ancient Roman Britain?	What lasting impact did the Romans have on Britain  Assessment

<b>Art Year 3</b>	Research roman statues and record observations in sketchbooks	Investigate tone using different types of pencil Exploring different forms of mark making and how marks can be used to add shade to drawings	How can we make 2D drawing appear 3D?	Evaluating drawings of statues. How could they be even better?	Children making own drawings	Evaluating drawings
<b>Art Year 3/4</b>	Research and evaluate Roman mosaics (Historical, Cultural significance)	Investigate tonal shading with charcoal (infilling given outlines)	Investigate tonal shading with charcoal	Investigate patterns inc cross hatching	Design own mosaic outline  Fill in sections with tonal shading and patterns inc cross hatching	Complete design of own mosaic Evaluate
<b>DT</b>						
<b>RE</b>	What do Hindus believe that God is Like? What do Hindu symbols and stories show about belief in Brahman?	What do Hindus believe that God is Like? How many gods are there in popular Hinduism?	What do Hindus believe that God is Like? What does the Trimurti represent?	What do Hindus believe that God is Like? What can we find out about Hindu worship in the home?	What do Hindus believe that God is Like? How does the Diwali story link to a Hindu deity?	What do Hindus believe that God is Like? How might the idea of Brahman being in everything affect the actions of a Hindu?
<b>PE 1</b>	Netball: LO: to introduce passing and receiving in order to keep possession of the ball.	Netball: LO: using passing and moving skills (creating space) to keep possession, developing this concept into mini game situations	Netball: LO: to develop passing and moving, building up into mini games, where pupils explore the transition between attack and defence	Netball: LO: to ensure pupils understand not just how we shoot but also where we shoot in terms of court position and why?	Netball: LO: to continue to develop pupils understanding of where they shoot in terms of court position and why?	Netball: LO: to bring together the suggested sequence of learning into a level 1 tournament.
<b>PE 2</b>	Outdoor Adventure Activities - Orienteering:  LO: to introduce the concept of a map or a plan and to be	Outdoor Adventure Activities - Orienteering:	Outdoor Adventure Activities - Orienteering:  LO: to challenge pupils to orientate a map, locate points	Outdoor Adventure Activities - Orienteering:  LO: to challenge pupils to orientate a map and locate	Outdoor Adventure Activities - Orienteering:  LO: to challenge pupils to orientate a map and locate	Outdoor Adventure Activities - Orienteering:  LO: to bring the orienteering topic

	able to use a key correctly to help us navigate.	LO: to introduce the concept of orienteering.  LO: to use a map to follow a route.	on the map, then travel to them and record what they find.	points on the map in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time.	points on the map in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time.	together into a competition.
<b>PSHE Year 3</b>	Me and My Relationships As a Rule	Me and My Relationships Looking After Our Special People	Me and My Relationships How Can We Solve This Problem	Me and My Relationships Friends Are Special	Me and My Relationships Thanks	Me and My Relationships Dan's Dare
<b>PSHE Year 4</b>	Me and My Relationships Human Machines	Me and My Relationships Ok or Not Ok (Part 1)	Me and My Relationships Ok or Not Ok (Part 2)	Me and My Relationships An Email From Harold	Me and My Relationships Different Feelings	Me and My Relationships Under Pressure
<b>Music Year 3</b>	Writing Music Down: Home is Where the Heart is (Part 1)	Writing Music Down: Home is Where the Heart is (Part 2)	Let's Work it Out Together (Part 1)	Let's Work it Out Together (Part 2)	Please Be Kind	Assessment Checkpoint
<b>Music Year 3/4</b>	Musical Structures: Hoedown (Part 1)	Musical Structures: Hoedown (Part 2)	Musical Structures: I'm Always There (Part 1)	Musical Structures: I'm Always There (Part 2)	Musical Structures: Martin Luther King	Musical Structures: Assessment Checkpoint
<b>MfL Year 3</b>	Hello	What's your name?	How are you?	Goodbye	Numbers 0-10	How old are you?
<b>MfL Year 3/4</b>	Goodbye	Goodbye	Numbers 0-10	Numbers 0-10	How old are you?	How old are you?